

# Federal Programs Directors

Mega Conference  
November 19, 2013

# Agenda

- \* ESEA Flexibility
- \* Funding Forecast
- \* Changes to Guidance
- \* Program Effectiveness

# ESEA Flexibility Status

- \* “approval” for current school year
  - \* High risk status
- \* National landscape
- \* Application for continuation window
  - \* Renewal request due
- \* Challenges contained in renewal request
- \* NEW – letter from ED

# Federal Funding

- \* Current year budget – CR ends – January
- \* Sequestration impact
- \* Future



# Guidance

- \* CCSSO/ED document
- \* “Super” circular update

# Effective Programs

- \* Outcomes –based approach
- \* Did it work? Was it successful?
- \* Steven Covey’s 7 Habits –
  - \* “Begin with the end in mind”
- \* Plan includes process(es) for evaluation

# Where to start?

- \* Trip down memory lane ...

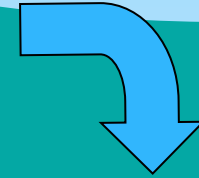


# NCLB Program Cycle

Needs Assessment



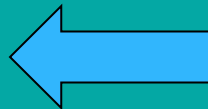
Approved Plan



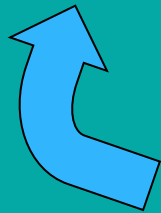
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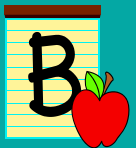
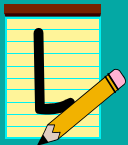
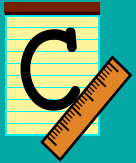
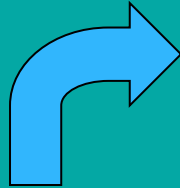
Application



Consolidated  
Report



Monitoring/**Evaluation**





# Summative and Formative

- \* Purpose

- \* Summative – outcome determining results
  - \* Formative – ongoing, implementation checks, need for adjustments
- \* Data gathered in formative evaluations is foundation for a summative evaluation
- \* Designed at beginning – what questions need to be answered and how

# Summative Evaluations

- \* Determine whether and to what extent goals were achieved
- \* Determine changes to program
- \* May be needed for accountability
- \* Included in needs assessment data – determine whether solution addresses problem

# Questions

- \* Write 5 questions that might be asked about a school's Title I program?

# Sample Overall Questions

- \* What did program accomplish?
- \* Did the program meet its goals?
- \* What was the impact on recipients?
- \* What was the benefit – how much was the benefit?
- \* Was this program more or less successful than another?
- \* Did program have greater or lesser impact on certain recipients?
- \* Were there any negative outcomes?
- \* What should be changed?
- \* What is the cost/benefit ratio?

# How will you know?

- \* What was the impact on recipients?
  - \* Sample: Choose Title I students, teachers, parents
  - \* How might you determine impact?
    - \* 3 measures

# Sample Measures

- \* Improved student achievement
- \* Improved attendance
- \* Improved graduation rates
- \* Classroom walk-through data
- \* Teacher responsiveness
- \* Improved parent participation

# How will you know?

- \* Defining what data will be collected, when and how
- \* Set up a matrix:

Question	Possible evidence
Have the 3 <sup>rd</sup> graders improved in reading?	Assessments – increased results Students logs show increased number of books read Decrease number identified under MOWR
Are teachers using CCR strategies?	

# Types of Designs

- \* Complex – a la a research project
- \* More simplified
  - \* Status – right after implementation – did it work?
  - \* Comparison – comparing differing options to address an issue
    - \* School A does one thing – School B another
    - \* Program effects on differing groups
  - \* Longitudinal – results over time, multiple years



# Which design to choose?

- \* Align to goals of program
  - \* Need status data over multiple years = longitudinal
- \* Retain or change decisions
  - \* Add comparison data

# Organize data collection

- \* Types of data
  - \* Quantitative data – scores on assessments; things you can count
  - \* Qualitative data – surveys; opinions and judgments; anything that cannot be expressed as a number
    - \* Degree of implementation or other rubrics can quantify qualitative data
- \* How it will be collected and by whom?

# Data Analysis

- \* Determine significance of results
  - \* How difficult is it to achieve the variance?
- \* Determine accuracy of data
- \* Look at trends
- \* Go back to your design
  - \* Reach a goal or objective?
  - \* Retain or change decision

# Formalize Findings

- \* Create a written report
  - \* Documents the process
  - \* Historical record
- \* Share with appropriate stakeholders
  - \* Examples: